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ABSTRACT

This document presents an annotated list of resources on parent involvement and citizen participation in education. Articles, books, reports, studies, guidebooks, and manuals were reviewed. Materials which were considered most interesting, relevant, and useful were selected. Materials of special interest or value to parents are specially marked with a "P." Nine publishers are listed with their addresses and telephone numbers. Fourteen magazines and journals relevant to the topic are listed with their addresses and telephone numbers. Three conferences are listed. Nineteen organizations focusing on the topics of parent involvement and citizen participation in education are listed. Thirty-three entries are included for general background materials. Topics in this section include educational equity; parent involvement in schools; home/school communication; accountability; and school evaluation. Sixteen entries on the benefits and barriers to parent and citizen involvement are included. Nine entries on school councils, 8 on parent choice in the public schools, 9 on parents and early childhood education, 17 on parents and teachers working together, and 6 entries on other forms of community involvement are included. (ABL)

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Resource Guide on Parent and Citizen Participation in Education

Sarah Arnold, Don Davies and Owen Heleen

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Institute for Responsive Education *and* Massachusetts Organization of Citizens for School Improvement

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RESOURCE GUIDE

ON

PARENT AND CITIZEN PARTICIPATION IN EDUCATION

SARAH ARNOLD, DON DAVIES AND OWEN HELEEN

INSTITUTE FOR RESPONSIVE EDUCATION

AND

MASSACHUSETTS ORGANIZATION OF CITIZENS FOR SCHOOL IMPROVEMENT

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INTRODUCTION

At the Institute for Responsive Education (IRE) we get many questions:

- School administrators ask about books or articles they can read to find out about how to increase parent involvement in their schools;
- Parent members of School Improvement Councils in Massachusetts ask what they can read to help them be more effective council members, or to help their council do its work better;
- Principals ask about materials they can use to help the School Improvement Councils in their schools become more effective;
- Schools setting up parent drop-in centers want to know what books and manuals they should buy to start a small library for parents and teachers; and,
- Graduate students and professors ask about research that has been done on various aspects of home-school-family relationships.

This booklet is our effort to respond to these kinds of questions. There are literally thousands of articles, books, reports, and studies on the various topics that IRE the Massachusetts Organization of Citizens for School Improvement (MOCSI) try to stay on top of, such as parent involvement in planning and decision-making, parent education, family support programs, collaboration between schools and other community agencies and organizations, school-parent partnerships, community education, and School Improvement Councils.

There are also literally hundreds of guidebooks and manuals for parents and educators about these topics produced by local schools, citizen organizations, state departments of education, non-profit groups such as IRE, the Home and School Institute, the National Committee for Citizens in Education, and commercial publishers.

We have sifted through a huge pile of these materials and selected a few things that seem to us to be especially interesting, relevant, and useful. We have no way of doing a scientific rating or checking out all the items in great detail. We know for sure that we have overlooked many excellent publications that should be included. We also know that there are new materials that we have not caught up with yet, and hundreds of locally produced reports and manuals that we do not

know about.

We think this listing is a good starting point. We plan to keep it updated and to add both new and old things as we go along. We would like to hear from users of these lists about things that they found useful and those they did not, so that over time we might include consumer ratings and comments. We would also like to hear from local, state, or national organizations or agencies about items they think should be included in later additions. We will review carefully any items you send to us.

One of the features of this list is the singling out of a few things that might be of special interest or value to parents. We have marked these items with a "P" in the left-hand margin. If a School Improvement Council, for example, is starting a parent library these items would be good initial purchases.

We have also listed all the publishers' addresses and phone numbers, as well as the other organizations which have material available such as non-profit organizations, or research projects at universities. In the latter cases we also give the price information at the end of the entry.

Both IRE and MOCSI hope that this first effort will be useful. Please be in touch about any of the items and other things that should be included. Our purpose will have been well served if the publications contribute to increasing the quality of relationships between schools and the families and communities they serve, and thereby help to make education more effective for all children.

From IRE and MOCSI,

Don Davies

LIST OF SOURCES

PUBLISHERS

Basic Books, Subsidiary of Harper and Row Publishers, Inc., 10 East 53rd Street, New York, NY 10022. (212) 207-7057.

Free Press, Division of Macmillan Publishing Co., Inc., 866 Third Avenue, New York, NY 10022. (800) 257-5755.

Jossey-Bass, 433 California Street, San Francisco, CA, 94104. (415) 433-1740.

McGraw-Hill, Division Of McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, NY 10020. (212) 512-2000.

Professional Educators Publications, Inc., P.O. Box 80728, Lincoln, NE 68501.

Simon and Schuster (Touchstone Books), Division of Gulf and Western, 1230 Avenue of the Americas, New York, NY 10020. (212) 698-7000.

Teachers College Press, Columbia University, Teachers College, 1234 Amsterdam Avenue, New York, NY 10027. (212) 678-3929.

Temple University Press, Broad & Oxford Streets, University Services Building, Rm 305, Philadelphia, PA 19122. (215) 787-8787.

Yale University Press, 302 Temple Street, New Haven, CT 06520. (203) 432-0960.

MAGAZINES AND JOURNALS

Citizen Participation, Tufts University, Lincoln Filene Center for Citizenship, Medford, MA 01255. (617) 381-3449.

Community Education Journal, National Community Education Association, 119 North Payne Street, Alexandria, VA 22314. (703) 683-6232.

Contemporary Education, Indiana State University, School of Education, Statesman Towers, Rm 1005, Terre Haute, IN 47809. (812) 237-6311.

Education and Urban Society, Sage Publications, 211 West Hillcrest Drive, Newbury Park, CA 91320. (805) 499-0721.

Educational Horizons, Pi Lambda Theta, Inc., 4101 East Third Street, Bloomington, IN 47401. (812) 339-3411.

Educational Leadership, Association for Supervision and Curriculum Development, 125 North West Street, Alexandria, VA, 22314. (703) 549-9110.

Elementary School Journal, University of Chicago Press, 5801 South Ellis Avenue, Chicago, IL 60637. (312) 962-7600.

Equity and Choice, Institute for Responsive Education, 605 Commonwealth Avenue, 6th Floor, Boston, MA 02215. (617) 353-3309.

Learning 86, Springhouse Corporation, 1111 Bethlehem Pike, Springhouse, PA 19477. (215) 646-8700.

NASSP Bulletin, NASSP, 1904 Association Drive, Reston, VA 22091. (703) 860-0200.

National Education Association Today, NEA of the United States, 1201 16th Street, NW, Washington, DC 20036. (202) 822-7200.

Personell and Guidance Journal, renamed Journal of Counselling and Development (1984), American Association of Counselling and Development, 5999 Stevenson Ave., Alexandria, VA 22304. (703) 823-9800.

Phi Delta Kappan, Phi Delta Kappan, Inc., Box 789, Bloomington, IN 47402. (812) 339-1156.

Principal, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314. (703) 684-3345.

CONFERENCES

Annual meetings of the American Educational Research Association, Boston, MA, and Chicago, IL. Papers available from Document Reproducing Service, 3900 Wheeler Rd., Alexandria, VA 22304, or call 1 (800) 227-3742.

Conference on "Effects of Alternative Designs in Compensatory Education," Washington, D.C., June 1986. Available from Research and Education Associates, Attn. Barbara Dostor, 100 Europa Drive, Suite 590, Chapel Hill, NC 27514, or call (919) 493-1661.

MAPP II Conference (Maintaining Active Parent Partnerships), Indianapolis, November 16-18, 1987. Materials available from the Parents in Touch office, Indianapolis Public Schools, 901 North Carrollton Ave., Indianapolis, IN 46202, Attn. Izona Warner, or call (317) 266-4134.

ORGANIZATIONS

American Enterprise Institute, c/o University Press of America, 4720 Boston Way, Lanham, MD 20906. (301) 459-3366.

Appalachian Educational Laboratory, Attn. Resource Center, P.O. Box 1348, Charleston, WV 25325. (304) 347-0400.

Center for Social Organization of Schools, materials available from the School and Family Connection Project, Johns Hopkins University, 3505 North Charles Street, Baltimore, MD 21218, Attn. Dr. Joyce Epstein. (301) 338-7570 or write for a list of over 25 articles, reports and teaching materials.

Citizens Involvement Training Project, 225 Furcolo Hall, School of Education, University of Massachusetts, Amherst, MA 01003. (413) 545-2038.

Community Training and Assistance Center (CTAC), 105 Beech Street, Boston, MA 02108. (617) 423-1444.

Family Matters Project, Cornell University. (607) 255-2260. Materials can be ordered from Distribution Center, 7 Research Park, Cornell University, Ithaca, NY 14850. (607) 255-2080.

Harvard Family Research Project, Harvard University Graduate School of Education, Attn. Heather Weiss, 301 Gutman Library, No. 6, Appian Way, Cambridge, MA 02138. (617) 495-9108.

Home and School Institute, Inc., Special Project Office, 1201 16th Street, NW, Washington, DC 20036. (202) 466-3633.

Institute for Responsive Education, Publications Dept., 605 Commonwealth Ave., Boston, MA 02215. (607) 353-3309.

Massachusetts Department of Education, 1385 Hancock Street, Quincy, MA 02169. (617) 770-7581.

National Committee for Citizens in Education (NCCE), 10840 Little Patuxent Parkway, Suite 301, Columbia, MD 21044-3199. (301) 997-9300.

San Diego County Office of Education, 6401 Linda Vista Rd., Rm. 405, San Diego, CA 92111. (619) 292-3500.

School Advisory Council Assistance Project, Box 51, College of Education, University of South Carolina, Columbia, SC 29208. (803) 777-7658.

School and Family Connection Project, Research on Elementary and Middle Schools, Johns Hopkins University, 3505 North Charles Street, Baltimore, MD 21218, Attn. Dr. Joyce Epstein. (301) 338-7570 or write for a list of over 25 articles, reports and teaching materials.

Southwest Educational Development Laboratory, Publications Office, 211 East 7th Street, Austin, TX 78701. (512) 476-6861.

Stanford Education Policy Institute - Center for Educational Research, Publications Order, CERAS building, Stanford University, Stanford, CA 94305. (408) 725-1676.

University of South Carolina School Council Assistance Project, College of Education, University of South Carolina, Columbia, SC 29208. (803) 777-7658.

Verbal Interaction Project, Inc., Adelphi University. Papers available from Document Reproducing Service, 3900 Wheeler Rd., Alexandria, VA 22304. 1 (800) 227-3742.

Wheelock College, Attn. Laurie Hoffman, 200 The Riverway, Boston, MA 02215. (617) 734-5200.

READINGS FOR A GOOD GENERAL BACKGROUND

1. Bastian, Ann and others, Choosing Equality: The Case for Democratic Schooling. Philadelphia, PA: Temple University Press, 1986, 222 pp.

   One of the definitive books on reforming public schools to serve the poor as well as the middle class. Discusses the ingredients necessary for change from political models of our present system down to specific community organizations. Clearly written.

2. Chrispeels, Janet A., "Elements of a Comprehensive Home-School Partnership Program." W[illegible]dout from the MAPP II P Conference (Maintaining Active Parent Partnerships), Indianapolis, November 16-18, 1987, 5 pp. Complete notebook of conference papers available for $30.00, reprints for $0.50.

   Recommends that schools develop a comprehensive home-school partnership program with five components: a) home-school communication; b) parents as supporters; c) parents as learners; d) parents as teachers; e) parents as advisors, advocates, and decision-makers.

3. Chrispeels, Janet A., "The Family as an Educational Resource," Community Education Journal. April 1987, pp. 10-17.

   Thorough article on the many varieties of parent involvement, with many concrete examples, including differing teacher and parent perceptions which interfere with home-school communication, and eight "Parents as Learners" strategies.

4. Chrispeels, Janet A., "Home-School Partnership Planner." San Diego: San Diego County Office of Education, 1987. $0.50. P

   Designed for parents, administrators, and teachers working on planning teams, these worksheets will help measure a school's strengths and weaknesses in using parents as partners. Includes a communications checklist, home-school partnership planning calendar, home-school relations assessment, and an action plan for strengthening home-school partnerships.

5. Cochran, Moncrieff, "The Parental Empowerment Process: Building on Family Strengths", Equity and Choice, Vol. IV, Number 1. Fall 1987, pp. 9-23. $2.00.

   A thorough, innovative approach to supporting "at-risk" families. Combines a conceptual framework with a practical solution, the Family Matters program, and an analysis of the program's success based on the original criteria.

6. Comer, James P., "Is Parenting Essential to Good Teaching?" National Education Association Today. January 1988, pp. 34-40.

   Comer writes that "teaching and learning are too often considered mechanical processes" and calls for a return to seeing the teacher "as parent surrogate -- in alliance with parents." The article calls for re-establishing schools as communities "with personal relationships between students, parents, and teachers."

7. Comer, James P., "Education for Community", in Common Decency, Alvin Schoen, ed. New Haven: Yale University Press, 1986.

   True educational reform should help students achieve a sense of community and purpose both now, within their school and in the future, in adult society, Comer writes. Teachers can play a key role in helping students develop a sense of belonging necessary for life success. Parents, teachers, and administrators must work together to design educational programs that meet specific needs of children in a caring, democratic environment.

8. Comer, James P., "Home-School Relationships as They Affect the Academic Success of Children," Education and Urban Society. May 1984.

   Because children's interpersonal and psychosocial experiences have great impact on their ability to succeed in school and adult life, parent-teacher cooperation is crucial if children are to develop academically, socially, and emotionally. Teachers who are sensitive to both the developmental needs of their students and to the goals and aspirations of their students' parents can aid positive learning by designing their curriculum and classroom environment to be in line with those needs and goals.

9. Crowfoot, James, Bunyan Bryant and Mark Chesler, Action for Educational Equity: A Guide for Parents and Members of Community Groups. Boston, MA: Institute for Responsive Education, 1982. $9.00.

Using their experience with desegregation as a model, the authors present a plan for establishing and working in a citizens' group on educational issues including bilingual education, sex equity and educational services for children with special needs.

10. Dale, Duane and Nancy Mitiguy, Planning for a Change: A Citizen's Guide to Creative Planning and Program Development
P Amherst, MA: Citizen Involvement Training Project, 1978. $10.00 plus $2.25 for shipping and handling.

    This handbook provides a guide for citizens who wish to organize to work on any social issue. It is very appropriate for parent and citizen groups wishing to organize, build coalitions, and develop a program and strategies to work on issues in the schools.

11. Davies, Don, "Parent Involvement in the Public Schools: Opportunities for Administrators," Education and Urban Society, Vol. 19, No. 2. February 1987, pp. 147-163.

    Comprehensive outline of four models of parent involvement: co-production or partnership, decision making, citizens advocacy, and parent choice. Useful for educational planners who are involved in setting organizational goals and objectives. Includes three related issues: the middle-class advantage in participation, school resistance, and legislation.

12. Davies, Don ed., Communities and Their Schools. New York: McGraw-Hill, 1981, 372 pp.

    This volume presents a historical context for the present relationship of communities and their schools. Examines the issues and events of the 1960s and 1970s, and probes the political relationships between the schools and the community, citizen participation, and community education.

13. Davies, Don and Ross Zerchykov, "Equity and Excellence, Educational Decision-Making Revisited," Citizen Participation. Fall 1985, pp. 20-21.

    History of the last 15 years of the citizen participation movement in schools. Cites many urban support and watchdog groups which have broadened participation and founded innovative programs.

14. Davies, Don and Ross Zerchykov, "Parents as an Interest Group," Education and Urban Society, Vol. 13, No.2. Feb.

1981, pp. 173-192.

Extensive conceptual analysis on parents as an interest group in education. Looks specifically at PURE (People United for Rural Education) and PTAs or parents' unions. Considers patterns of parent interest articulation in education, organizational structures and organizational functions in determining a cost/benefit analysis of interest group formation.

15. Dean, Christiann (forward by Moncrieff Cochran), Cooperative Communication between Home and School. Ithaca, NY: Family
P Matters Project, Cornell University, 1983. $30.00.

Set of materials designed for parents, teachers, administrators, and those who believe in family empowerment. Family empowerment includes the following: (1) All families have strengths, (2) Parents should be given positive recognition for being experts on their children, (3) A variety of family forms can promote the development of both healthy children and healthy adults, and (4) Cultural differences are valuable. The notebook includes facilitator's manuals, monograph for school administrators, handbook, poster, activity cards, reproducible handouts, fact sheets, and a film discussion guide.

16. Dean, Christiann (forward by Moncrieff Cochran), Empowering Families: Home Visiting and Building Clusters. Ithaca, NY:
P Family Matters Project, Cornell University, 1983. $30.00.

Set of materials for any who are interested in beginning a home visiting project like the one run for three years in Syracuse, NY, by the Cornell Family Matters Project. Set includes a facilitator's manual, handbook, poster, activity cards, reproducible handouts, cassette, fact sheets, film and discussion guide.

17. Epstein, Joyce L., "What Principals Should Know About Parent Involvement," Principal. January 1987, pp. 6-9.

In this article, Epstein discusses five basic ways that parents are involved in their childrens' education - from making sure that their child gets enough sleep to volunteering at school to advocacy and governance.

18. Gross, Beatrice and Ronald Gross, eds., The Great School Debate: Which Way for American Education. New York:
P (Touchstone Books) Simon and Schuster, 1985.

This book contains digests of the major educational reform

reports of the 1980s and excerpts from other writings of those active in the debate over educational reform. An important and readable source book for parents and citizens who want to understand an educator's references to A Nation at Risk and other studies.

19. Heath, Shirley Brice and Milbrey Wallin McLaughlin, "A Child Resource Policy: Moving Beyond Dependence on School and Family," Phi Delta Kappan. April 1987, pp. 576-580.

    The 1980's strategies for school renewal emphasize parental involvement in the work of the school. The authors fear that this may be no less single-minded than past popular solutions, aka. back to basics, teacher competency or blaming the urban environment. They contend that stressing parental involvement harks back to outdated "Leave it to Beaver" notions of the family; it fails to take diversity and changing structures into account. Better solutions would be ones which draw "attention to the child as an actor in a larger social system and to the institutional networks and resources present in that larger environment."

20. Henderson, Ann, Carl Marlburger and Theodora Ooms, Beyond the Bake Sale. Columbia, MD: National Committee for Citizens in
P Education, 1986. $14.95 hardcover, or paperback for $8.95. Please include $2.00 for shipping and handling.

    This book describes the different roles parents play in and around schools; provides teachers and principals with compelling reasons for parent involvement; suggests specific ways parents can be constructively involved and recommends ways to proceed; offers a checklist for gauging a school's current strengths and liabilities; and suggests changes in district, state, and federal policy that will facilitate stronger home/school partnerships.

21. Hiemstra, Roger, The Educative Community: Linking the Community, School, and Family. Lincoln, Nebraska: Professional Educators Publications, Inc., 1982.

    Defines ways that the schools and communities connect, and discusses community schools, the modern family, coordinating with the community, processes for change, community investments and higher education. The book is easy to read, but more theoretical than "hands-on". Contains some specific examples and bibliographies of selected references at the end of each chapter.

22. Kagan, Sharon L., "Parent Involvement Research: A Field in Search of Itself." Boston: Institute for Responsive

Education, 1985, 21 pp. $2.75.

Kagan presents an overview of the different approaches in the research on parent involvement in the public schools, and identifies how each approach can help us build stronger programs and policies. Very useful as an introduction to research in this field.

23. Parsons, Kathryn, Family Support and Education Programs in the Schools: Prospects and Profiles. Cambridge, MA: Harvard Family Research Project, Harvard University Graduate School of Education, 1987.

This report examines 12 programs from around the country in which the family, school, and community work together to promote the welfare of young children. The programs vary in their emphases - from a cooperative early childhood program to Los Angeles' Project AHEAD and its focus on drop-out prevention. An introductory essay explains the themes of the study.

24. Purnell, Richard F. and Edward E. Gotts, Education and Urban Society, February 1987. Issue devoted to "School-Family Relations: Issues for Administrators."

This issue of Education and Urban Society includes:

"School-Family Relations and Effective Schools" by Edward E. Gotts and Richard F. Purnell,

"Parent Involvement: What the Research Says to the Administrators" by Joyce L. Epstein,

"Who Wants Parent Involvement? Interest, Skills and Opportunities Among Parents and Educators" by Oliver C. Moles,

"Parent Involvement in the Public Schools: Opportunities for Administrators" by Don Davies,

"Enhancing Parent Involvement: Guidelines for Access to an Important Resource for School Administrators" by Nancy Feyl Chavkin and David L. Williams, Jr.,

"Improving Home-School Relations: Implications for Staff Development" by Oralie McAfee,

"Reducing Dropout Rates Through Home-School Communication" by Henry Marockie and H. Lawrence Jones,

"Home-School Projects that Work" by Roy Truby, and

"Practicing School-Family Relations in Urban Settings" by Edward E. Gotts and Richard F. Purnell.

25. Ridgeway, Ina Campbell, "What Parents Need to Know About Achievement Tests." Workshop handout from the MAPP II
P Conference (Maintaining Active Parent Partnerships), Indianapolis, November 16-18, 1987, 3 pp. Complete notebook of conference papers available for $30.00. Reprints $0.50 each.

    A brief introduction to why schools test, how to look at standardized testing, what scores mean, and how "good" schools use test results.

26. Rioux, William and the staff of the National Committee for Citizens in Education, You Can Improve Your Child's School:
P Practical Answers to Questions Parents Ask Most About Their Public Schools. New York, Simon and Schuster, 1980, 429 pp.

    Concise answers to the questions NCCE has found that parents ask most frequently.

27. Sattes, Beth D., Parent Involvement: A Review of the Literature. AEL Occasional Paper 021. Charleston, WV: Appalachian Educational Laboratory (AEL), 1985. $4.50 prepaid.

    This report provides an interesting review of the effects of parent involvement on student achievement, student attendance, motivation, self-esteem, and behavior. It concludes with a discussion of what is required to establish an effective parent involvement program.

28. Schimmel, David and Louise Fischer, Parents, Schools and the Law. Columbia, MD: National Committee for Citizens in Education, 1987. $10.95 paperback, $17.95 hardback, add $2.00 for postage and handling.

    A comprehensive summary of parents' and children's rights under the law.

29. Seeley, David S., Toward a New System of Accountability. Boston: Institute for Responsive Education, 1987, 23 pp. $3.00.

    This report criticizes public education's current system of accountability which "is based on the concepts of delegation, political representation, and bureacratic control" and proposes a new system of accountability based on (1) focusing

on results, not just services; (2) holding all participants accountable for producing results, not just teachers and schools; (3) focusing on accountability at the classroom, school and community level, rather than through the political and bureaucratic chain of command; and (4) emphasizing personal, face-to-face accountability, rather than legalistic, bureaucratic accountability.

30. Seeley, David S., Education through Partnership. Washington, DC: American Enterprise Institute, 1985, 310 pp. $12.20, paperback, add $1.25 for postage and handling.

    Seeley criticizes current practices in schools and proposes a "partnership" model in which education is not the responsibility of government but of families, students, schools and communities. He applies his model to current controversies including equal opportunity, community control, vouchers, school size, busing, bilingual education, minimum competency testing, sex education and censorship.

31. Shields, Patrick M. and Milbrey W. McLaughlin, "Parental Involvement in Compensatory Education Programs." Stanford, CA: Stanford Education Policy Institute, May 1986. $5.00, No. 87-CERAS-6.

    This report is an investigation of the differences between communities in the involvement of parents in the schools. Using models and results from a survey of 54 California districts and case studies of six California districts, it concludes that there is no straight-line relationship between federal policy on participation and local implementation. Provides a model conceptual framework for research on parent/community participation in education.

32. Thomas, M. Donald, Your School: How Well Is It Working? A Citizen's Guide to School Evaluation. Columbia, MD:
P National Committee for Citizens in Education, 1982. Handbook is $3.50, add $2.00 for postage and handling.

    A handbook designed to guide citizens through the process of evaluating schools. The handbook discusses the characteristics of "good" schools, provides recommendations for parents and citizens establishing their own criteria and standards for determining the quality of education their children receive, and puts forward a step-by-step guide to conducting evaluations.

33. Zerchykov, Ross, A Citizens's Notebook for Effective Schools. Boston, MA: Institute for Responsive Education, 1984, 502 pp. $20.00 per bound notebook, $13.00 unbound.

The notebook identifies promising practices where parents and/or community organizations are contributing to school effectiveness. It includes fifteen fact sheets, highlighting issues such as school climate and homework, forty-one "Research Briefs" and an index of 56 resource people and 30 community education centers.

THE BENEFITS OF AND BARRIERS TO PARENT AND CITIZEN INVOLVEMENT

34. Collins, Carter, Oliver C. Moles, and Mary Cross, The Home-School Connection: Selected Partnership Programs in
P Large Cities. Boston: Institute for Responsive Education, 1982, 159 pp. $8.00.

    A guide by the National Institute of Education which profiles programs which help parents participate in and improve student learning through home tutoring, monitoring homework and attendance, and guiding children in the use of community education resources. Featured are reports of 28 school-initiated programs in 24 large city school systems and tables classifying the main characteristics of each program.

35. Davies, Don, "Benefits and Barriers to Parent Involvement." Boston: Institute for Responsive Education, 1981, 11 pp. $1.00.

    Summary article which points out that involving parents in schools helps their children, parents, the schools, and the society. Includes discussion of attitudes which inhibit involvement, and cites strategies to get beyond those attitudes based on research in Boston, Liverpool, and Portugal.

36. Davies, Don, "Looking for an Ecological Solution: Planning to Improve the Education of Disadvantaged Children," Equity and Choice. Fall 1987, pp. 3-7. $1.00.

    Redefines the problem and solution to under-achievement in school by poor and minority students as the dilemma of a child's ecosystem instead of simply the fault of teachers, administrators, communities, or the child her/himself. Includes innovative approaches, necessary ingredients in the "ecological solution." Useful for those involved in educational planning.

37. Epstein, Joyce L., Guest Editor, Educational Horizons, vol. 66, No. 2, Winter 1988. Issue devoted to: "Parents and Schools". This issue of Educational Horizons includes:

    "How Do We Improve Programs for Parent Involvement?" by Joyce L. Epstein,

    "Good News: An Ecologically Balanced Approach to Academic Improvement" by Anne T. Henderson,

    "Working Parents, Employers, and Schools" by Renato Espinozo,

"Families as Educators: The Transition from Informal to Formal School Learning" by Diane Scott-Jones,

"Barriers to Home-School Collaboration" by M. Laurie Leitch and Sandra S. Tangri,

"Parents of High School Students, A Neglected Resource" by Sanford M. Dornbusch and Philip L. Ritter,

"Is Parent Involvement Different In Private Schools?" by Patricia A. Bauch,

"University-School Collaboration That Increases Minority Parent Involvement" by Andrea B. Bermudez and Yolanda N. Padron,

"Building Collaboration Through Parent-Teacher Conferencing" by Janet Chrispeels,

"Critical Issues in Teacher Training for Parent Involvement" by Nancy Feyl Chauvkin and David L. Williams, Jr.,

"Bridging the Parent Gap in Education Reform" by Dorothy Rich,

"Parents as Providers of Linguistic and Social Capital" by Reginald M. Clark.

38. Epstein, Joyce L., Single Parents and the Schools: The Effect of Marital Status on Parents and Teacher Evaluations, Report No. 253. Baltimore, MD: Center for Social Organization of Schools, The Johns Hopkins University, 1984, 49 pp.

    Epstein reports on a study of 1,269 parents, of which 24% were single. The study found that teachers, in some cases, do favor married parents over single ones. The study takes into account many other variables, including race, parent education, grade level and teacher practices of parent-involvement.

39. ERIC Clearinghouse on Urban Education, "Parent Participation and the Achievement of Disadvantaged Students," Equity and Choice, Vol. II, No. 3. June 1986, pp. 73-77. $1.00.

    This article discusses issues in parent participation including social class, types of participation, at-home learning activities, changing power relations and current research.

40. Henderson, Anne, Parent Participation - Student Achievement: The Evidence Continues to Grow. Columbia, MD: National

P Committee for Citizens in Education, 1987. Out of print.

41. Henderson, Anne, ed., Parent Participation - Student Achievement: The Evidence Grows. Columbia, MD: National
P Committee for Citizens in Education, 1981. $10.00.

These two annotated bibliographies provide a summary of participation's effects on children's academic achievement. Introductory essays in each volume provide valuable perspective on the research.

42. Lightfoot, Sara Lawrence, Worlds Apart: Relationships Between Families and Schools. New York: Basic Books, 1978.

Lightfoot's book is a thorough and eloquent description of the "discontinuities between family and school" that grow out of differences in structure and purpose and contrast in power. Lightfoot draws an important distinction between "creative conflict" and "negative dissonance" between family and school. She also points out that these problems are even more pronounced for minority families.

43. Mendoza, Jeanne, "Barriers to Collaboration and Strategies for Developing the Home-School Partnership." Workshop handout from the MAPP II Conference (Maintaining Active Parent Partnerships), Indianapolis, November 16-18, 1987, 7 pp. Complete notebook of conference papers available for $30.00. Reprints $0.50 each.

This short paper discusses four types of barriers to productive parent/professional partnerships (psychological, attitudinal, cultural, and logistical) and advocates a strategy for change that includes the following steps: (1) helping the staff see the need for change; (2) gaining consensus on what needs to be done; (3) establishing a process for facilitating and adapting the chosen strategies to fit individual settings; and (4) evaluating results making the changes permanent.

44. Moles, Oliver C., "Synthesis of Recent Research on Parent Participation in Children's Education," Educational Leadership. Nov. 1982, pp. 44-47.

Brief summary article on the kinds of studies which have been done, the ways parents participate, conditions which may limit parents' involvement in their childrens' education and some promising school programs and teacher practices. (Programs mentioned are Parents Plus, Chicago; Home and School Institute "Home Learning Recipes," Houston Failsafe, and others.)

45. Rich, Dorothy, The Forgotten Factor in School Success: The Family: A Policymaker's Guide. Washington, DC: Home and School Institute, Inc., 1985. $5.00.

This practical manual on home-school partnerships suggests action at the federal, state, and local level to support parent and community involvement in education. Including a review of research, it suggests practical, low-cost methods to enhance the impact of schooling by involving families.

46. Sandfort, James A., "Putting Parents in their Place in Public Schools," NASSP Bulletin. February 1987, pp. 99-103.

Sandfort, a principal at Shawnee-Mission East High School, Kansas, urges principals to lead the way in initiating a partnership model of education. He places primary emphasis on the teacher-parent interaction.

47. Sinclair, Robert, ed., For Every School a Community: Expanding Environments for Learning. Boston: Institute for Responsive Education, 1983, 85 pp. $9.00.

A collection of essays which examines the history of school community relations, what responsibilities can be shared by institutions other than the schools, contexts for developing parent commitment to public education in the 1980s, and how to foster school/community collaboration.

48. Swap, Susan, Enhancing Parent Involvement in Schools. New York, NY: Teachers College Press, 1987.

P

Practical suggestions on how to increase parent involvement and support for schools are presented for administrators, teachers and parents. The book provides guidelines for diagnosing barriers to involvement, increasing opportunities for positive contact, improving conferences, assessing parents' interests and needs, and including parents as partners in problem solving and decision making.

49. Walberg, Herbert J., "Families As Partners in Educational Productivity," Phi Delta Kappan. February 1984, pp. 397-400.

Walberg focuses on the importance of the family in developing partnerships. Because children spend so much time at home or under parental control, changing home conditions and the relation between home and school should have a substantial impact on learning. Walberg contends that the "curriculum of the home is indeed twice as good a predictor of academic learning as the socioeconomic status of the family." Parents' roles in partnership include: audience for a child's

work; home tutor; co-learner; supporter of school programs; advocate before school boards and other officials; committee member; and paid school worker.

SCHOOL COUNCILS

50. Community Training and Assistance Center, Organizing for Better Schools: A Primer for Parents. Boston, MA, 1985, P 28 pp. $5.00.

An invaluable guide for all parents who care about the kind of school their child attends. Covers issues from "Do parents have the right to make decisions?" to "Presenting the issue" and "Negotiating with officials."

51. Ferguson, Laura, "When Parents Do Their Homework," Equity and Choice, Vol. III, No. 1. Fall 1986, pp. 29-38. $1.00. P

Article about two parents in Holyoke, MA, who reshaped their flagging PTO into a more broadly representative and active Citywide Parent Participation Council (CWPPC). Good for any group trying to increase parent participation at their level. Lots of concrete suggestions.

52. Massachusetts Department of Education, Developing an Effective School Improvement Council. June 1986, 31 pp. P Free.

Handbook for School Improvement Council (SIC) members in Massachusetts. (SICs were established by the Public School Improvement Act, Chapter 188 of the Acts of 1985. Councils consist of three parents, three teachers, one community representative and the principal. Each public school may form a council and is entitled to $15.00 per child from the state.) Benefits of an SIC are outlined from the perspective of the school district, the students, the community, and school staff. Other topics include: the legislation, ways to organize SICs, a process for planning and decision-making, coordinating the SIC with existing school groups, and guidelines for evaluation.

53. Massachusetts Department of Education, School Improvement Councils: Questions and Answers. Fall 1985, 16 pp. Free. P

School Improvement Councils: Questions and Answers, #2. October 1988, 22 pp. Free.

Answers to all the questions about SICs, from "How does a council get started?" to "What factors can be used to determine that councils have been effective and successful?" The second edition includes an index of questions and the text of the legislation.

54. Massachusetts Department of Education, Secondary School Improvement Councils: Issues and Strategies. Summer 1987, P 36 pp. Free.

Similar to SIC Questions and Answers. Designed with the challenges of high schools in mind, including soliciting student interest, equity issues, and stimulating parent and community involvement.

55. Morris, Richard and Ross Zerchykov, Working Papers: Community Councils. Boston: Institute for Responsive Education, 1980. $2.50.

A series of nine concise papers designed for the effective and practical functioning of a school community council, this report covers such topics as constituency building, parent and professional collaboration, organizing around issues, and working with conflict.

56. School Advisory Council Activity Guides, Columbia, SC, University of South Carolina, School Advisory Council P Assistance Project, 1979. $1.00 each.

The series of guides was developed to assist South Carolina's school advisory councils which were mandated by state law in 1977. In general, however, the guides are applicable to all councils, wherever they are located.

The series includes:

"Needs Assessment" by Lynne Eickholt Cooper,

"Budgeting for Schools" by Terry Peterson,

"Clarifying School Advisory Council Roles" by Larry Winecoff,

"Communicating with the Community" by Clelia D. Hendrix,

"Improving Communications Within the Council" by Conrad Powell,

"Interpreting and Using Text Results" by Mary C. Jackson and Joy E. Sovde,

"Making Group Decisions" by Edith W. Jensen,

"Setting Program Goals and Objective" by Carl A. Carpenter,

"Conducting Opinion Polls",

"Understanding and Assessing School Programs" Mary C. Beach.

57. Vest, Jean, "Is Your Council Effective? Research Gives Clues." Columbia, SC: University of South Carolina School Council Assistance Project, 1987, 2 pp. $1.00.

    This very brief paper summarizes the results of a 1987 research study done by Sara T. Hollingsworth and Jimmy Rijai. Councils in South Carolina were classified as functional or dysfunctional (based on principals' responses) and identified attributes of successful and unsuccessful councils.

58. Zerchykov, Ross, "Why School Councils?" Equity and Choice, Vol. II, No. 1. Fall 1985, pp. 37-38. $1.00.

    Advocates the creation of school site councils as one way to broaden the base of parent participation, thereby involving constituencies which are typically under-represented and bypassed, and by enabling schools to mobilize community resources, and better serve children at risk.

PARENT CHOICE IN THE PUBLIC SCHOOLS

59. Clinchy, Evans, A Consumer's Guide to Schools of Choice: For Parents and Other Educators. Boston: Institute for Responsive
P Education, 1987. $12.00.

Describes three major types of magnet or alternative public schools that already exist in public school systems and guides parents through a process of selecting the kind of school they would like to have for their children.

60. Clinchy, Evans, Planning for Parent Choice: A Guide to Parent Surveys and Parent Involvement in the Planning for Parent and Professional Choice in the Public Schools. Boston: Institute for Responsive Education, 1987. $6.00.

Offers a step-by-step guide for surveying parents and provides a survey instrument that has been used in several Massachusetts school districts.

61. Davies, Don, "Questions from a 'Loving Critic' of Schools of Choice," Equity and Choice, Vol. II, Special Issue. May 1984, pp. 79-80. $1.00.

Davies raises some questions that choice plans need to address, including "hard-to-reach" parents, different effects of the school on different groups of children, equity in the daily life of the school, a school's "sense of purpose," and parent empowerment.

62. Futrell, Mary Hatwood, "Some Equity Concerns About Choice and Vouchers in Education," Equity and Choice, Vol. II, No. 3. Spring 1986, pp. 63-67. $1.00.

In this brief article, Futrell raises the equity arguments against choice, especially limited choice. She points out that choice can become a euphemism for elitism and separation and urges that choice plans include built-in mandates that truly empower parents.

63. Glenn, Charles L., "Letting Poor Parents Act Responsibly," Equity and Choice, Vol. III, No.3. Spring 1987, pp. 52-54. $1.00.

The author argues for choice as a way to involve poor parents in education. Glenn stresses that the process of choosing their child's education draws parents into a subsequent daily involvement.

64. Hallett, Anne Carlson, "Parental Choice and Voice in Public Education" Equity and Choice, Vol. II, No. 3. Spring 1986, P pp. 69-71. $1.00.

Hallett briefly sets out a need for parent involvement and potential roles parents play, and urges that parents work with educational professionals "in an ongoing, day-to-day way in the continuing renewal of the school."

65. Raywid, Mary Anne, "The Dynamics of Success and Public Schools of Choice," Equity and Choice, Vol. IV, No. 1. Fall 1987) pp. 35-41. $1.00.

This brief article explores the self-reinforcing dynamics that make schools of choice effective.

66. Seeley, David S., The Choice-Equity Dilemna: A Partial Solution. Boston: Institute for Responsive Education, 1986. $3.00.

Seeley asserts that society's greatest inequity is poor people's lack of educational choice, and discusses a new policy framework for public education, using voice, choice and loyalty as its core values. Proposes principles to guide a more equitable public education system. Advocating choice as a means toward improved education for all, the author asserts that choice not only enhances motivation, but also provides the leeway to deal with diverse values, learning styles and life goals, and assures high quality learning experiences for all children.

PARENTS AND EARLY CHILDHOOD EDUCATION

67. Levenstein, Phyllis, Messages From Home: The Mother-Child Home Program and the Prevention of School Disadvantage. Columbus, OH: Ohio State University Press, 1988, 247 pp.

The Mother-Child Home Program encourages parents to play and talk to their young child. This "fosters a parent-child bond that gives the child the intellectual and emotional support so neccessary for development." The program was developed by the Verbal Interaction Project and was tested in 80 communities from 1967-1982. Designed for parents or educators who may be interested in replicating the program, this book explains the program's impact in terms of a specific children as well as discussing general strategies and outcomes.

68. Levenstein, Phyllis and John M. O'Hara, "Tracing the Parent Child Network: A Research Project," Garden City, NY: The Verbal Interaction Project, Inc., Adelphi University, 1982, 68 pp. $5.82 plus $1.60 for shipping and handling.

The findings of a study done on the effects of a home-based educational intervention program called the Mother-Child Home Program (MCHP) aimed at enhancing mothers' interactive behavior with their preschooler. The report concluded that MCHP did have a lasting effect in improving parenting skills, because it improved the children's social-emotional competence, although not their overall competencies. Technical, academic.

69. McCallie, Tresa B., "Parents as Teachers: Beginning at the Beginning." Workshop handout from the MAPP II
P Conference (Maintaining Active Parent Partnerships), Indianapolis, November 16-18, 1987, 3 pp. Complete notebook of conference papers available for $30.00, reprints $0.50 each.

A workshop handout describing Missouri's Parents as Teachers program, a home-school partnership program that will serve 50,000 families with children under age 3 in 1987-88.

70. Pierson, Donald E., Deborah Klein Walker and Terrence Tivnan, "A School-Based Program from Infancy to Kindergarten for Children and Their Parents", The Personnel and Guidance Journal, April 1984. pp. 448-455.

The Brookline Early Education Project (BEEP) in Brookline, MA, ran from 1973 to 1976. The project was designed to answer the following questions: Should public schools offer

early education programs? What are the essential components of an effective program? Is it feasible for a public school to sustain an effective early education program? This article describes the programs the project offered, summarizes the major evaluation results, and discusses cost and policy implications.

71. Schmitt, Donald, "Parents and Schools as Partners in Preschool Education," Educational Leadership. Nov. 1986, pp. 40-41.

Article on the Mascontah, Illinois, program for at-risk four-year-olds which teaches parents how to help their children learn at home. The children spend one hour and a half in school with their parents; the remainder of the week the parents engage their children in learning activities at home.

72. Smith, Kay M., "The Home as Learning Center: The Family as Educator," Contemporary Education, Vol. 55, No. 2. Winter P 1984, pp. 81-84.

Good, short article on the ways parents can actively share and facilitate their child's learning.

73. Strother, Deborah Burnett, "Latchkey Children: The Fastest Growing Special Interest Group in the Schools," Phi Delta Kappan, December 1984. pp. 290-293.

Strother focuses on programs designed to serve the needs of latchkey children. A latchkey child is one who is regularly left without direct adult supervision before or after school. Strother writes that nearly 75% of parents surveyed said that every community should have supervised recreational programs available for latchkey children. Latchkey programs are effective in stimulating parental support for the schools, attracting and retaining students in the schools, promoting a more efficient use of school facilities, and reducing the incidence of school vandalism and juvenile delinquency.

74. Strother, Deborah Burnett, "Preschool Children in the Public Schools: Good Investment? Or Bad?" Phi Delta Kappan, December 87. pp. 304-308.

Strother sets out the current discussion on early education and public schooling, including the policies, the funding, and the research. Early childhood education has appeared with increasing frequency on the political agenda. Of interest to nearly everyone, from disadvantaged parents to dual-working-parent families to businesses, the early education debate raises many interesting questions for

parents.

75. White, Burton L., "Education Begins at Birth," Principal. May 1987, pp. 15-17.

This article provides background information on Missouri's "New Parents as Teachers" (NPAT) program. "[The] program can be duplicated anywhere," the author writes, "but first make sure you have the proper resources." Also provides an outline of how to start an NPAT program.

PARENTS AND TEACHERS: CAN THEY WORK TOGETHER?

76. Brown, Linda Abrams and Susan McAllister Swap, "Building Home-School Partnerships With America's Changing Families - An Instructional Kit. Boston: Wheelock College, 1987. $65.00. Send check or purchase order.

    Kit includes "A Leader's Guide" and resource materials. Resources include: (1) case examples, (2) "hand-outs" focused on the individual interaction between parent and teacher, parent and administrator, (3) promising practices, (4) an annotated bibliography and (5) a slide tape presentation. Intended for anyone involved in training parents or teachers.

77. de Kanter, Adriana, Alan L. Ginsburg and Ann M. Milne, "Parent Involvement Strategies: A New Emphasis on Traditional Parent Roles." Paper presented at the Conference on "Effects of Alternative Designs in Compensatory Education," Washington, D.C., June 17-18, 1986, 24 pp. $6.50.

    Advocates "home-based parent involvement" as "a realistic approach to roles for parents of low-achieving children, given potential limitation on their time and academic skills."

78. Epstein, Joyce, "Teachers Involve Parents in Schoolwork (TIPS): TIPS Processes in Elementary and Middle Schools," Workshop handout from the MAPP II Conference (Maintaining Active Parent Partnerships), Indianapolis, November 16-18, 1987, 5 pp. Complete notebook available for $30.00; $0.50 for reprints.

    Provides an outline of the Teachers Involve Parents in Schoolwork (TIPS) program, a research-based process to assist teachers in improving and increasing their practices of parent involvement. This handout includes brief descriptions of three models: TIPS-Math, TIPS-Science, and TIPS-Social Studies and Art and a bibliography of the Johns Hopkins University Center for Research on Elementary and Middle Schools work on parent participation.

79. Epstein, Joyce L., "When School and Family Partnerships Work: Implications for Changing the Role of Teachers." Paper presented at annual meeting of the American Educational Research Association, Chicago, April 1985, 10 pp. $0.60.

    Focuses on the pros and cons of increased parental involvement and how that changes teachers' roles.

80. Epstein, Joyce L., "Effects on Parents of Teacher Practices of Parental Involvement - Report No. 346." Baltimore: Center for Social Organization of Schools, 1983, 47 pp. $4.00.

Particularly good for teachers and administrators trying to determine effective ways to involve parents in the classroom and in learning activities at home.

81. Epstein, Joyce L., "School Policy and Parent Involvement: Research Results," Educational Horizons, Vol. 62. Winter 1984, pp. 70-72.

Epstein discusses research on effects of parent involvement at home and at school. She shows that for the greatest impact on the most parents school policies should put primary emphasis on teachers' practices of parent involvement in home learning activities.

82. Epstein, Joyce L. and Henry Jay Becker, "Parent Involvement: A Survey of Teacher Practices," Elementary School Journal, Vol. 83, No. 2. November 1982, pp. 85-102. $0.90.

83. Epstein, Joyce L. and Henry Jay Becker, "Teachers' Reported Practices of Parent Involvement: Problems and Possibilities," Elementary School Journal, Vol. 83, No. 2. November 1982, pp. 103-113. $0.55.

Epstein and Becker discuss the results of a survey of 3,648 teachers' approaches in involving parents, and the implications their survey has for parent involvement. Includes problems as well as successful efforts. Much of the second article consists of individual teacher's comments.

84. Home and School Institute, Families Learning Together. Washington, DC, 1980, 96 pp.

Simultaneous learning for adults and children. Subjects include occupations, health, consumerism, community resources, and citizenship. Skills encourgaged are reading and math.

85. Home and School Institute, In Any Language: Parents are Teachers. Washington, DC, 1984, 56 pp.

Parent involvement programs to give children practice in daily life activities. Practical topics include: Being Safe at Home; Following Directions; Handling Money; and Finding Information.

86. Home and School Institute, Special Solutions: Extra Help Teaching Program. Washington, DC, 1984, 176 pp.

Two hundred home education activities. Gives extra help for children who need it. Subjects include reading, writing, math, science, and social studies. Each activity provides practice in observation, listening, and hand-eye coordination.

87. Home and School Institute, Survival Guide for Busy Parents: Help Children Do Well at School While You Do Well on the Job. Washington, DC, 1987, 80 pp.

Lively "working wonders" handbook for teaching children at home combined with tips on managing home and job responsibilities. Gives activities for A.M., P.M., and weekends. Especially useful for working parents and single parents.

88. Home and School Institute, Three R's Plus. Washington, DC, 1984, 128 pp.

Handbook on hundreds of home learning "recipes". Chapters on thinking, reading, writing, and math, plus fifty "recipes" in the basic skills.

89. Home and School Institute, 101 Activities for Building More Effective School-Community Involvement. Washington, DC, 1983, 80 pp.

Activities for innovative Back-To-School Nights and parent-teacher events. Contents include activities linking people to people and using community resources. Ideal for putting new life into school-community outreach.

90. Novatis, Barbara, "A Parent Involvement Program that Meets Your Needs," Learning 86. September 1986, pp. 75-76.

A "how to" guide for teachers who want a successful method for using parent volunteers in the classroom.

91. Sinclair, Robert L. and Ward J. Ghory, "Parents and Teachers Together: Directions for Developing Equality in Learning through Environments in Families and Schools." Presented at the Annual Meeting of the American Educational Research Association in Boston, MA, April 1980, 35 pp. $3.00 plus $1.60 for shipping and handling.

Fairly theoretical discussion of the parameters of the

home-school learning environment, and implications of expanded home-school relations.

92. Williams, Jr., David L. and Nancy Feyl Chavkin, Teacher/Parent Partnerships: Guidelines and Strategies for Training Teachers in Parent Involvement Skills. Austin, TX: Southwest Educational Development Laboratory, 1986, 18 pp. $3.00 plus $1.50 shipping and handling, prepaid.

This report is useful for anyone involved in teacher training. Using surveys of parents and teachers in six Southwestern states, the Southwest Educational Development Laboratory has developed guidelines for how to train teachers to involve parents in home learning, school support efforts, and school policy and administrative decisions.

OTHER FORMS OF COMMUNITY INVOLVEMENT

93. Comer, James, School Power. New York: Free Press, 1980.

P Comer describes and evaluates a model of home, school, community, and university collaboration that was developed over a 12-year period in inner city schools. Programs that enhanced school interactions with families who live in poverty are included. The book concludes with implications for other schools.

94. Elling, Sue, "Public School Foundations: A Funding Source," Workshop handout from the MAPP II Conference (Maintaining Active Parent Partnerships), Indianapolis, November 16-18, 1987, 3 pp. Complete notebook of conference papers available for $30.00, reprints $0.50 each.

This handout was prepared for a workshop for public school education foundations and funding sources describing how they can act as true community resources and catalysts for change.

95. Massachusetts Department of Education, Industry-Education Partnerships: Massachusetts Case Studies. Winter 1987, 54 pp. Free.

Fifteen case studies of school/business partnerships in Massachusetts are described. Summaries include background and focus of the partnership, organization and coordination, the program's description, accomplishments, and future goals. Some of the partnerships highlighted were the Massachusetts Preengineering Program for Minority Students, Inc. (MASSPEP), Newspapers in Education: Falmouth Public Schools/Cape Cod Times, and Springfield Public Schools/Monsanto Company Partnership.

96. Massachusetts Department of Education, Schools and Communities Working Together to Enrich K-12 Education. 1986, 102 pp. Free.

Schools and Communities Working Together to Enrich K-12 Education, #2. January 1987, 99 pp. Free.

Community education "is an approach to educational decision-making and resource coordination that shows how a community as a whole can assume more responsibility for educating itself. It is a way of 'doing business' that involves the community in the planning and delivery of educational programs." These booklets are chock full of promising practices in Massachusetts. Some model programs are Fall River's "Love Exchange" - enrichment of curriculum

through intergenerational contact between students and elderly citizens, Taunton's "Parent Involvement in a Career Education/Self Concept Program" and "Holocaust Education" in New Bedford.

97. Sarason, Seymour B., and Elizabeth Lorentz, The Challenge of the Resource Exchange Network. San Francisco, CA: Jossey-Bass, 1979.

This book describes the hows and whys of the "resource exchange network," an informal association of representatives from various organizations who voluntarily join together, to exchange knowledge, services, and other resources in order to accomplish some common goal.

98. Woods, Linda B., "Recruiting and Organizing Community Involvement at the Building Level," Workshop handout from the MAPP II Conference (Maintaining Active Parent Partnerships), Indianapolis, November 16-18, 1987, 3 pp. Complete notebook of conference papers available for $30.00, reprints $0.50 each.

This workshop handout outlines the 12-step process that the National School Volunteer Program has developed to guide school managers who wish to organize school volunteer programs or business/educator partnership programs.

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Institute for Responsive Education

The Institute for Responsive Education (IRE) is a non-profit public interest organization which promotes parent and citizen involvement in education with a special emphasis on equity issues.

Through research, policy development, technical assistance and advocacy projects, IRE works to encourage citizen participation as an essential ingredient in school improvement. Believing that access to information is indispensable for effective participation, IRE has produced more than 75 reports, handbooks, and other publications since it was founded in 1973.

Examples of IRE's work include:

* a cross-national study of relationships between parents and schools in low-income communities in the U.S., England, and Portugal to develop new approaches to reach parents who have little or no contact with schools;

* Equity and Choice, a magazine devoted to topics of educational equity, parent choice, and utilization of community resources distributed to teachers, school administrators, and parents;

* staff support and strategic direction for the Massachusetts Organization of Citizens for School Improvement, an effort to establish a network of parents, educators, and civic leaders to promote parent and citizen involvement in school reform in Massachusetts;

* a three-year study of parent and citizen organizations in large cities conducted for the National Institute of Education;

* U.S. Department of Education-sponsored studies of parent choice in urban schools districts, and community decision-making in districts with declining enrollment and resources;

Although private and independent, IRE maintains offices at the School of Education at Boston University, where IRE founder and president Don Davies is a professor. Mr. Davies holds a Doctorate of Education from Teachers College at Columbia University, and is a former Deputy U.S. Commissioner of Education.

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